**Chapter 1**

This first chapter focused mainly on the idea that intelligence can be measured in many different ways beyond what we normally consider part of the “IQ standard.” Howard Gardner argues that intelligence is better measured by a person’s problem solving skills and context reading in a natural setting, the complete opposite of the standardized test setting. There are eight different kinds of intelligences, all of which pertain to different styles of learning and areas of proficiency. These eight intelligences are linguistic, logical-mathematical, spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, and naturalist, all of which every person is capable and there is no true standard for where a person should fall under each intelligence.

I found this thinking to be an excellent tool to be used in the classroom in working with a student who might be struggling in my class. If a student was reluctant or refused to speak in front of the class and could not do so without feeling physically sick, I would have to isolate the intelligence that they show a more comfortable proficiency in. If say, for example, that same student was really good at making music videos, and had no problem talking in front of a camera, I could instead have then record themselves and present it before the class. However, I would likely have to require a small audience of maybe their family or friends, in order to help increase their skills and comfort ability with public speaking. That way I am still playing to their strengths, musical intelligence, but still exercising and improving their weakness, linguistic intelligence.

**Chapter 2**

This chapter focused on the important of encouraging multiple intelligences, not just in students, but in the teachers as well. By figuring out their own weaknesses and strengths out of the eight intelligences, a teacher can decide what styles of presenting information they can use to improve and vary their teaching style. Teachers are encouraged to reach out to their peers and talk to them about what strategies they might have used in the classroom, and compare that to their own teaching style in order to see what can be added for improvement in their own classroom. This is an encouraged method, also due to the fact that by referring to another’s work, a teacher will know what to expect for problems and questions their own students may have based off of what students asked the other teacher during the initial lesson.

I found this chapter to be encouraging, because it described continual learning for teachers in varying stages of teaching. While such methods of identifying intelligences would certainly benefit a new teacher, a more experiences teacher could do that same. To me, this could mean that after I establish a teaching method that is effective and works to my strengths, I should continue to improve it by utilizing skills in the other intelligences. For example, say that I have students write silent at the start of class. I can improve this by utilizing my underdeveloped musical skills by playing music that either creates a serene working atmosphere, or pertains to the writing if I have students focusing on a particular topic.

**Chapter 3**

The focus of this chapter is how to best go about identifying a student’s strongest intelligences and then incorporating ways that will best stimulate those intelligences in the classroom. The best way to go about identifying these intelligences is to observe the students and see how they go about misbehaving in class and how they spend their free time, and take note of what you see. A teacher can also talk to the student’s parents and past teachers to see where they see strengths and weaknesses and what situations stimulate the best learning for them. A teacher can also conduct interviews with students to pinpoint what kinds of activities or learning process they have most enjoyed in other classes, even if in other subjects, because there is likely a way to incorporate that into one’s own teaching method. While not every student will enjoy every way a teacher choose to teach a lesson, a teacher who successfully utilizes the idea of multiple intelligences will see the hypothetical light bulbs going on and off during their lesson.

What this means for my classroom and teaching methods is that I will need to identify the best ways in which my class learns and find a way to present the information in a multitude of ways that will appeal to them, and relay the same information. While some of my students will have an easier time sitting and taking notes during a lecture, others may be more inclined to see film adaptations and documentaries. Then the few students who perhaps prefer neither option, I can focus my attentions on and work one-on-one with them to identify the best course of learning for them.

**Chapter 4**

The focus of this chapter is how to go about teaching your students about multiple intelligences and allow them to either identify the intelligences within themselves, or perform activities, which allow their peers to identify the types of intelligences they excel in. Psychologists agree that identifying ones own intelligences is very beneficial to the student and can help them to identify for themselves where they are strongest and where they are weakest. It can also help to encourage independent problem solving in areas where students struggle, so as to try and integrate their strengths into that area. For a teacher this can also be beneficial, as it negates the need for them to focus closely on one or two students, or briefly understand the entire class over a period of time.

I feel that this is a lesson I would really like to integrate into the first few classes of the school year. Not only will it be enjoyable for the students as they get to mingle and figure which intelligences they are strongest in, but it also gives me the opportunity to understand where they might struggle. If almost every student struggles in certain intelligence, I know that that is an area I should focus in integrating into my lessons. I might also find that the majority of students is very strong in an area I am weaker in, in which case I would push to integrate that aspect to improve my own teaching method and make it easiest for my students to become involved with my lessons.

**Chapter 10**

The focus of this chapter is on utilizing the multiple intelligence practices an then using those same practices when it comes to assessments. Standardized testing forces students to recall information quickly and in an unnatural setting, which is not conducive to accurate scoring. True assessments are meant to draw out what students have learned and build upon it in a conscious way. These kinds of assessments also match closely to the context in which the student learned so as to jog that part of their brain. Multiple intelligence assessment also gives students options in the way they want to be assessed. Whether this is orally, physically, or through writing, it appeals to a student’s comfort level. This is not meant to make the test easier in terms of content, but easier in terms of cognitive figuring. A teacher can further reinforce this positive association with assessment by quickly correcting and providing feedback for the student, so that they can build upon what they had correct and what they had wrong.

This idea of pushing multiple intelligence theory beyond instruction is both new and intriguing to me. It makes sense that a student who receives alternative teaching instruction on a daily basis would still have trouble with traditional testing. Some of my past teachers were willing to allow alternative projects when it came to sub-units, but would rarely ever an alternative to unit exams. I certainly would have had instances where I would have felt better writing a paper of some sort than sitting down for an exam, but I never felt asking for an alternative was a option. I believe I would like to extend that option to my students, but I would require significant proof that they would not physically be able to take the exam or I felt that their knowledge was not accurately being exhibited.